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ABSTRACT

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives are for participants to: (1) identify family rules and evaluate their effectiveness; (2) understand the characteristics of effective discipline with children; and (3) learn about ways to handle the misbehavior of children and adolescents. The module consists of three lectures. Each lecture includes reading material and exercises for individuals or groups. Lecture 1 considers the process of learning family messages and rules and lists various types of rules implemented in families. Lecture 2 discusses the characteristics of effective discipline, especially discipline for adolescents. Good discipline stresses the present, is suited to a child's age, sometimes ignores certain behaviors, makes expectations clear, and provides explanation. Lecture 3 considers the handling of difficult children. Possible reasons for child misbehavior are discussed, and types of parental behavior that might help eliminate the causes of child misbehavior are listed. A five-page form for evaluating the module is included. (BC)

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FOSTERING FAMILIES

Good Discipline and Handling Misbehavior

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Designed in Consultation with the Colorado Department of Social Services Under Grant Number C950405

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FOSTERING FAMILIES

A Specialized Training Program
Designed for
Foster Care Workers & Foster Care Parents

GOOD DISCIPLINE
AND
HANDLING MISBEHAVIOR

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Designed in consultation with
The Colorado Department of Social Services
Under Grant No. C 951209

 2/91

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FOSTERING FAMILIES

FOSTERING FAMILIES....

is a unique opportunity for foster care parents and foster care workers to explore the many complex aspects of the foster care delivery system.

is a training program designed to be comprehensive in its approach to educating those people most important to the success of foster care.

is specially designed in 2 1/2 hour sessions to meet the varying learning and educational needs of foster care providers.

is designed to foster "a partnership of skill" to effect quality care for families and children in distress.

is offered, in specific levels, as upper-division college classwork in the Social Work Department done in concert with the Division of Continuing Education at Colorado State University.

is a collaborative project with the Colorado Department of Social Services and supported with funds from Title IV-E and Colorado State University.

FOSTERING FAMILIES

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FOSTERING FAMILIES

GLOSSARY OF KEY TERMS

discipline	the methods adults use to guide and train children and adolescents to meet the standards that satisfy both the child's needs and those of others
family rules	the underlying guideposts for behavior in the family that govern the actions of family members; family rules may be considered human or inhuman, up-to-date or out-of-date, covert or overt
punishment	the use of force or coercion to pay for a wrong-doing; injure or hurt, subject to loss of freedom; employed when discipline fails and has to be handled with great skill and care to be of any value in guiding a child

FOSTERING FAMILIES

LEARNING OBJECTIVES

1. Toward an improved understanding of parenting in the family, training participants will identify family rules and evaluate their effectiveness.

2. The training focus will aid participants in understanding the characteristics of effective discipline with children.

3. Through training materials and discussion, participants will learn about ways to handle the misbehavior of children and adolescents.

FOSTERING FAMILIES

LEARNING FAMILY MESSAGES AND RULES

Lecturette #1

The adjustment of a foster child to a new foster family typically is a complex process because the expectations and rules of the new family are unknown. Learning family rules is a complicated process because rules are generally not expressed or understood the same way by all members of the family.

Rules typically have several characteristics. Virginia Satir (1972) identified these characteristics as overt or covert, up-to-date or out-of-date, human or in-human.

Overt rules are those which are out in the open, expressed with some clarity, and understood by all members in the same way.

Covert rules are those which are hidden, not spoken openly. They are usually learned through observation of another family member either breaking a rule or being acknowledged for following the rule.

Up-to-date rules are operative rules which bring about effective family functioning in a caring, nurturing fashion. These rules help the family and its members to accomplish what's important to them. They are rules which are re-evaluated and may change as the members change and grow or as the situation changes.

Out-of-date rules are those which no longer regulate a family effectively and may obstruct the family's functioning, diminishing the caring interaction of family members. These are rules which are often insensitive to the different and changing needs of the family and its members.

Human rules are those rules which recognize the human frailties and developmental challenges of members. The underlying message for the family is that of understanding life's external and internal realities, expecting only what is truly humanly possible.

Inhuman rules are those rules which are humanly impossible to keep either because of personal limitations (i.e., age, physical abilities, etc.) or because of unrealistic expectations. For example, "No matter what happens, look happy" is an inhuman rule. If foster children come with their own rule book having more inhuman rules, it is no wonder that putting aside one set of rules (although temporarily) to adopt another may be difficult. It is important, therefore, for foster families to have rules which are primarily **overt, up-to-date,** and **human.** This would enable the new foster child to adjust to all the varying influences of the new environment with the least amount of difficulty. When rules are overt, up-to-date, and human, the foster child is not subjected to learning rules through the often painful experience of breaking them.

If rules provide for the basic order of the family, then breaking family rules typically results in some disciplinary action or reprimand on the part of foster parents. The discipline process starts here. Breaking overt, up-to-date, human rules that are known to the foster child necessitates a direct and immediate response from the foster parent (i.e., time out, corrective behavior modeling, etc.).

In many situations foster children break covert, out-of-date, or inhuman rules because the child is new to the foster family. The discipline process becomes more complex at this point. In part discipline is more complex at this point because the parent is caught in the response process without having "updated" the rule to meet this new situation. The foster child experiences the parental disciplinary action as confusing. He/she could not have known the unknown partly because he/she has not had enough time to observe the family rules. The foster parents may feel as though they must complete the "discipline process" (another rule) even if they are unclear about the urgency and importance of the rule.

A third factor related to this process of rule-making, rule-breaking, and discipline is that family rules are often applied differentially. Again, differentially applying family rules can be based on age consideration, personal limitation, expectations of the family group, etc. So we confirm the rule-making and rule-implementing process by many complicating factors.

Being reprimanded for breaking family rules is confusing for foster children because they often do not understood clearly that such a rule existed. Confusion can make foster children feel less worthy, less in control of their lives, and less good about themselves--all feelings we want to avoid generating in them. These are the typical feelings a foster child has about him/herself in the first place--those feelings foster families must avoid reinforcing.

It is important that we identify the rules by which our families live. Only in this way can we begin to offer clarity to foster children regarding what is expected, acceptable behavior for all members of the family, including them.

It is important for us to identify those few rules which are most important to the effective, nurturing operation of the family. These are the rules which are essential for the smooth integration of the foster child.

Group & Individual Activity:

Explore family rules by using Exercise #1 "Family Rules."

Figuring out the true meaning of what is being said can be difficult in some families as deciding hov current the rules are in vhich everyone operates. This difficulty often stems from the use of incongruent messages, namely, saying one thing verbally and expressing something different nonverbally.

For example, a child asks you whether you are angry. You respond tersely, "Of course, I'm not angry." Your tone is gruff, short, and conveys the anger you are actually feeling. Because your verbal response and non-verbal message do not community the same meaning then it is hard for the listener, in this case, the child, to clearly grasp your meaning. As a result, s/he may not be sure what to respond to, or, they may respond in the wrong way because two messages were actually received and they respond to the one that is more threatening--the anger.

FOSTERING FAMILIES

FAMILY RULES

EXERCISE #1

Instructions:

Participants are welcome to work on this exercise either individually or in couples. The training instructor will briefly explain what to do and then ask each person to use the back of this page to identify their most important family rules.

1) List your 10 most basic family rules, numbering them from 1-10. This list does not need to be prioritized.

2) Look at the top line of this grid. You see a 1 and 2 there. Compare your written rule 1 and 2 on your list. Decide which one of these rules is more important to you? State the question any way you want to: If I was being faced with a certain parenting issue, then which rule would I choose?

3) Circle the number of that preference. For example, if 1 were most important, then circle 1.

4) Then, go down your list of rules and the grid's first column. Compare your rule 1. with each of the other nine rules circling which rule is most important, each time.

5) After you complete rule 1. Go to rule 2. and compare that rule to each of the others. Eventually, you will have one number circled in each box of the grid.

6) Then, proceed to the page following the grid and continue the instructions on that page.

FOSTERING FAMILIES

FAMILY RULES

EXERCISE #1 (continued)

Please use the opposite page to list your family's 10 most basic family rules. Thanks!

PRIORITIZING GRID

1	2																		
1	3	2	3																
1	4	2	4	3	4														
1	5	2	5	3	5	4	5												
1	6	2	6	3	6	4	6	5	6										
1	7	2	7	3	7	4	7	5	7	6	7								
1	8	2	8	3	8	4	8	5	8	6	8	7	8						
1	9	2	9	3	9	4	9	5	9	6	9	7	9	8	9				
1	10	2	10	3	10	4	10	5	10	6	10	7	10	8	10	9	10		

PROCEED TO NEXT PAGE PLEASE

FAMILY RULES

EXERCISE #1 (continued)

5) When you are done comparing all 10 rules, count up the number of times each rule got circled.

6) Enter these totals in the space below.

Total Number of Times Each Number Got Circled:

1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ 10____

Recopy

Finally, you can recopy your list of family rules, beginning with the rule that got circled the most. This is your new #1 rule. Then the rule that got circled the next most becomes your new #2 rule. In case of a tie (two numbers got the same number of circles), look back on the grid to see when you were comparing those two numbers which one got circled. That means you prefer that one over the other; thus, you break the tie. You may discover that you want to eliminate some rules all together!

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FAMILY RULES GUIDED WORKSHEET

Assignment for Partial Credit

This is an interesting activity for the entire family. It is best done when all family members can be present. This exercise is not about deciding if rules are right or wrong. Try to not enter into discussions about whether a rule is right or wrong, or try to find out whether a rule is being obeyed or not. As family members identify rules to write down in each space, the family should experience the "spirit of discovery" -simply trying to learn about each other's perceptions of the rules by which the family lives.

a. Chores (e.g., cleaning rooms, washing dishes, helping with meal preparation, maintaining the yard)

b. Leisure activities (e.g., television viewing, loafing, play)

c. Time spent with others (e.g., visits with relatives, activities with friends)

d. Ways to treat family members (e.g., limits to expressions of affection and aggression)

e. Expression of feelings (e.g, anger, affection, joy, hurt, disapproval, sadness)

f. Expression of opinions or ideas (e.g., sexuality, drug use, political issues)

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FAMILY RULES

Worksheet (cont)

After each family member has completed the first page, use the following questions to discover areas of similarity and areas of difference. Consider what might be misinterpretation of rules by both parents and children.

1. Compare each section. What are common understandings? Did each family member identify the same rules?

2. Discuss what certain established rules hope(d) to accomplish? Are certain rules actually accomplishing what they are expected to accomplish?

3. What rules are overt, up-to-date, and human?

4. Are there rules that need to be discarded? Why might these need to be discarded? What new rules appear to be needed?

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EFFECTIVE DISCIPLINE

Lecturette #2

"Effective discipline" refers to all the methods we use to train children to meet standards that satisfy both his/her needs and those of other (Felker, 1981). "Effective discipline" ultimately results in self-discipline, a key goal for effective functioning in adults.

What is good discipline? Good discipline benefits both the child and the family. Yet, good discipline is often difficult to carry out. Again, like family rules, good discipline must be sensitive to the changing needs of a child. What is effective for a young child is not often effective for the adolescent.

Individual or Group Activity:

Review Chart A, "Good Discipline Is."

Unlike younger children, the developmental needs of an adolescent further complicate the fostering process. For example,it is expected and normal for an adolescent to need greater independence and autonomy from the protected environment of childhood. At the same time, the foster family is likely concerned with the need to provide a secure base for the adolescent, especially in cases where security was not part of the adolescent's experience. Providing a secure base eases the transition to adulthood. However, there can be a clash between providing a secure base and the adolescent's developmental need to gain autonomy. Such clashes make the definition of the "parenting" task in foster care more difficult.

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Another developmental issue facing adolescents is the need to become responsible. Being responsible means both taking and accepting responsibility, and these behaviors should be an outcome of the "parenting" process. Yet, becoming responsible is more difficult when the adolescent has not been given the power to make decision which affect his/her life, or he/she blame others for his/her trouble, or he/she believes that he/she always holds the power. These adolescents are typically called irresponsible. Realistically, they are adolescents who have not had the opportunity to learn to make decisions and be accountable for them.

Developing a sense of identity is a third issue which complicates the parenting of adolescents--it's at this stage in the life cycle when one must begin to figure out who they are and where they fit in. For the foster care arrangement this means working out ways to provide the adolescent with a sense of his/her own personal history and future. It also means that some experimentation with social roles and work roles is important, as only through dialogue and trying things out, can adolescents learn about themselves. The availability of a community network, including appropriate activities and access to a supportive peer group, is helpful. Also, experiences which promote the adolescent's good feelings about self are essential.

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GOOD DISCIPLINE IS...

Chart A

Good discipline benefits the child.

Effectively guiding children's behavior must stem from our genuine concern that what we, as parents, do will promote his/her healthy development as an adult. We must be particularly careful that our actions as parents reflect our good intentions.

Good discipline benefits the entire family.

What affects one member of the family ultimately affects all members. Thus, an unruly or disruptive child negatively affects the entire family. On the other hand, one happy member affects the rest of the family in a positive way.

Good discipline stresses the present.

While it is important for a parent to have long-range goals for children which influence their daily actions, there is a danger in letting future goals alone dictate today's discipline. For young children who have difficulty understanding time, long-terms goals have little meaning. Consider that the primary reason a young child eats a good meal is not because, as parents we want them to grow up big and strong. Instead the immediate goal is that he needs energy and nutrition to be healthy and energetic. Good discipline is designed to prevent rather than cure misbehavior.

Good discipline is suited to the child's age.

Restricting the behavior of a teenager as if they were a third grader is inappropriate. Likewise, asking a young child to choose between three or more activities is equally inappropriate. Since children are constantly growing and changing, our discipline must constantly adapt to his level of maturity.

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FOSTERING FAMILIES

GOOD DISCIPLINE IS...

Chart A (cont)

Good discipline sometimes means ignoring certain behaviors.

Deciding which behavior should be attended to and which should be ignored is often a difficult decision to make. Asking the following questions can help in deciding: Is his behavior hurting himself or hurting another person? Is he damaging property? Is he getting on your nerves or those of others to the extent that the rights of others are being violated? These types of behaviors in children do need attending to and correcting.

Good discipline involves making expectations clear.

Children are typically uncomfortable with uncertainty. Make sure the child has a clear idea about what is expected of him. Saying, "We're going to Grandma's and I expect you to be careful around her furniture," is a clear statement of an expectation. On the other hand, saying, "I expect you to be nice when we're at Grandma's" doesn't clearly communicate what is expected of the child's behavior.

Good discipline includes explanations.

Providing children with the rationale for an expectation, rule or decision helps them understand the parent's behavior and motives. Typically explanations also communicate the parent's caring and concern for the welfare of the child and this builds mutual trust.

Adapted from Felkner, E. (1981). Raising other people's kids. Michigan: William B. Kerdmans; Sears, W. (1982). Creative parenting. New York: Everest House.

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HANDLING DIFFICULT CHILDREN

Lecturette #3

Foster children may have had experiences which result in their feeling distrustful, scared and insecure, and/or hostile and angry. Their behavior may be explosive and unpredictable. Typically after a "honeymoon" period foster children will behave in ways that test all your skills and abilities as a caring and nurturing adult. Their behavior is often hard for even the most caring and nurturing adult/parent to deal with effectively.

It is important that foster parents learn to identify their own personal limitations regarding handling certain difficult behaviors. There are simply some situations where foster parents must depend on the help of professionals.

Clearly, a child or adolescent who is suffering from depression or another form of acute mental illness requires professional intervention along with a supportive home environment. Also, a medically handicapped child sometimes experiences behavioral responses that are problematic. For example, a child who has diabetes often has broad and unpredictable mood swings on a day-to-day basis. In the case of an acting-out adolescent, their behavioral response may be so ingrained that professional assistance is need in the process of change. The point is that using a combined team of "experts"--both professionals and foster parents together--is a realistic approach to dealing effectively with behaviorally difficult children and youth.

In typical acting-out situations, it can be helpful to understand the causes of child misbehavior. Here it's important to remind ourselves that any kind of behavior has multiple causes. Identifying one cause becomes difficult. However, we can make some intelligent guesses about what triggers misbehavior and learn to minimize or eliminate the cause. Typical causes of child misbehavior may include:

1. The child didn't know the action was wrong.
2. Something is wrong with the child physically.
3. The child is getting too many conflicting signals from those people around him/her.
4. Too much outside influence.
5. The child is testing the limits in the foster family.
6. The child is living up to his/her label of "behavior problem."
7. The child feels insecure.
8. The child in imitating bad behavior of others.
9. The child is sending an indirect message the foster parent will have to decipher.
10. The child think's the foster parent is playing favorites.
11. The environment is too complicated for the child.
12. The child is trying to get attention; he/she doesn't know how to get it in appropriate ways.

Group/Individual Activity

Select three causes of child misbehavior and identify several ways to minimize or eliminate them.

Refer to Exercise #2, "How to Eliminate Misbehavior."

The literature on effective parenting strategies suggests several important guidelines for handling misbehavior. For example, effective parents are observant and can identify situations in the child's physical environment which can be easily changed to influence undesirable behavior. Also, effective parents are good listeners, as well as good explainers; that is, effective parents take time to hear children out and offer explanations for their rules, expectations and reasons for requiring behavior change which suites the developmental needs of the individual child.

Group or Individual Activity:

Examine Chart B, "How to Eliminate The Causes of Misbehavior."

HOW TO ELIMINATE THE CAUSES OF MISBEHAVIOR

Chart B

1. Improve the child's physical condition.

   There is a relationship between health and behavior. Misbehavior may be linked to specific physical problems such as hearing loss, or to general problems like poor nutrition. Ask your doctor or school counselor to recommend some reading material on the subject.

2. Restructure the day.

   *add or take away a nap

   *change bedtime

   *schedule more outdoor play

   *serve meals at regular times

   *add a snack if the child needs energy between meals

   If a child seems to misbehave at certain times, such as the times when you're trying to make supper or help another child with homework, make some changes in how to handle that part of the day. Experiment, but try each new system long enough to give it a chance to prove or disprove itself. This is important for older children, too. Perhaps you typically fight with your teenager if you ask for help with chores right after he gets home from school. Try to think through the situation. You may begin to realize that he is in a fairly strict environment all day at junior high; many adults are telling him what to do, and he has little freedom of choice. That pattern is then repeated once he gets home. His frustration is then taken out on you. You can stick to your pattern or you can initiate change. State the pattern as you see it and ask him for suggestions on how to change the situation, being clear that the goals is to get the chores done in a way that both you and he feel OK.

HOW TO ELIMINATE THE CAUSES OF MISBEHAVIOR

Chart B (cont)

3. Learn to listen.

It's possible to get so involved in our own thoughts or activities that we just don't hear what is going on. The child begins to play with the dishes in the sink; we go on talking with a neighbor until we hear a crash. Or an older child drops verbal hints about what he plans to do. If you don't respond clearly, he may assume that he has your consent. Learning to listen effectively is a skill that is often taught in various parenting classes.

4. Look for bad patterns and interrupt them.

Perhaps a fight is typically triggered when the younger child attempts to join the older child's play. Or maybe dad's homecoming seems to set of trouble. Find practical ways to "interrupt" these problems.

5. Be flexible. Individualize your responses.

A good parent knows that there are times when he/she must make exceptions to the rules. Some parents fear that flexibility will make them look like "soft touches" and will encourage children to whine to get their way. If the child knows that you sometimes make exceptions for good reasons, he will be encouraged to request an exception in an adult way, presenting a more careful rationale for his request.

HOW TO ELIMINATE THE CAUSES OF MISBEHAVIOR

Chart B (cont)

6. Be consistent and make your expectations clear.

Making exceptions is not possible unless the rule is clear in the first place. Be clear about the rules, but also try to learn the rules that a foster child has grown up with. Typically you will have to make some adjustments as you try to weave rules from both backgrounds together.

Consistency is not the same as inflexibility. Rules must sometimes bend for individual personalities, and be subject to spontaneous change. Consistency means, however, that you will not insist that a child clean every morsel from his plate one meal, then look the other way when he scrapes it into the dog's dish the next. You will have to try to keep the promises you make and follow through on your commitments.

7. Discuss your rules.

Be willing to discuss behavior and rules at times when all of you are calm enough to listen. Make explanations, give reasons, and listen to the child's suggestions. It's not necessary to convince the child of the validity of your rules.

8. Don't make everything a major issue.

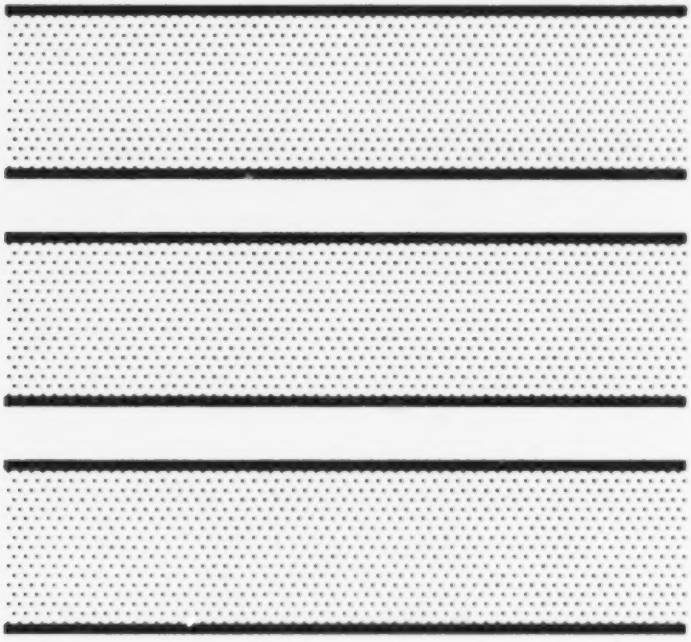
Keep things in perspective, and sort out what is really important and what is not. A battle over hair length may disguise a disagreement over a more important issue; debate that issue instead of getting into a silly argument about surface appearances. Maintain a sense of humor. Don't be afraid to admit you're wrong, or to apologize.

Adapted from E. Felker, Raising Other People's Kids, MI: William B. Kerdmans Publishing Co., 1981.

FOSTERING FAMILIES

RESPONDING TO MISBEHAVIOR

Exercise #2



Instructions:

To begin this exercise, have each person individually fill in a child's misbehavior in each of the three boxes that they would like to consider working on when group's are formed.

In small groups of 3 or 4 people, have the group members select 3 behaviors that they would like to concentrate on together. Use Chart B to help consider what responses could be created to effectively facilitate a change in the child's behavior. Use newsprint for recording each behavior.

After each group has completed their 3 behaviors, put up newsprint and have each group report.

FOSTERING FAMILIES

Colorado State University
Application for Partial Credit

Module No.: SW _ _ _-_ _ _

Name: _____ Soc. Sec. #: _____

Address: _____ Phone: _____

_____
(city) (state) (zip)

Grading: Pass/Fail (unless otherwise requested)

The Social Work Department at Colorado State University will grant university credit for each six different modules of training completed. Applications for credit must be made at the Time of Each Module Training ONLY. All work carried out in the modules must meet general academic standards of Colorado State. Written materials must be submitted and receive satisfactory grading for credit to be awarded. These applications will be held until the applicant completes his/her sixth module training. At this point, s/he will be able to formally register through the Division of Continuing Education for 1 credit hour. One credit hour of these modules costs $90.

FOSTERING FAMILIES

GOOD DISCIPLINE and HANDLING MISBEHAVIOR

EVALUATION BY PARTICIPANTS

The following items are designed to assess your satisfaction with the training as well as the effectiveness of the training design and materials. Please use the following scale and circle your response.

1 - not well addressed in the training
2 - not as adequately addressed as necessary
3 - adequate; given sufficient attention
4 - well addressed in the training
5 - very well addressed in the training

	Not Well Addressed				Very Well Addressed
1. Toward an improved understanding of parenting in the family, training participants will identify family rules and evaluate their effectiveness.	1	2	3	4	5
2. The training focus will aid trainees in understanding the characteristics of effective discipline with children.	1	2	3	4	5
3. Through training materials and discussion, participants will learn about more ways to handle the misbehavior of children and adolescents.	1	2	3	4	5

B. The following items relate to program aspects of the training module. Please rate these items on the following scale. Any additional comments are welcome in the space provided after the question.

1 = Very Poor
2 = Poor
3 = Adequate
4 = Good
5 = Very Good

	Very Poor	Poor	Adequate	Good	Very Good
1. The length of the training..... (Was the material covered in the time allotted?)	1	2	3	4	5
2. Usefulness of training manual.....	1	2	3	4	5
3. Participant responsiveness.....	1	2	3	4	5
4. Your ability to participate expressing your ideas, feelings, and concerns.....	1	2	3	4	5
5. Your interest in the training session.....	1	2	3	4	5
6. Your comprehension of the material presented.....	1	2	3	4	5

COMMENTS: Please be specific:_____

C. We are interested in your feedback about our trainer, co-trainer(s). With this feedback we can continue to improve our sessions.

1 = Totally inadequate and ineffective
2 = Generally inadequate and ineffective
3 = About half and half
4 = Usually adequate and effective
5 = Highly adequate and effective

	Totally Ineffective/ Inadequate		0		Highly Effective/ Adequate
1. Knowledge/mastery of the subject matter.....	1	2	3	4	5
2. Preparation.....	1	2	3	4	5
3. Ability to communicate.....	1	2	3	4	5
4. Style of presentation.....	1	2	3	4	5
5. Enthusiasm/interest in subject matter.....	1	2	3	4	5
6. Overall performance.....	1	2	3	4	5
7. Ability to facilitate.....	1	2	3	4	5

8. In general, what would you identify as the strengths of trainer(s)?

9. In general, what would you identify as the deficiencies of trainer(s)?

D. The training setting is obviously an important aspect of a sessions success. We are interested in your feedback regarding the location, room, etc., and again welcome any comments or suggestions.

	Very Poor	Poor	Adequate	Good	Very Good
1. Setting appropriate for concentration, i.e., distraction, noise, temperature.	1	2	3	4	5
2. Setting conducive for participation.	1	2	3	4	5

COMMENTS: Please be specific:_____

_____

E. Overall Comment: What could have been done differently to make the training sessions more beneficial or helpful to you? (Please use back of page if necessary).

I.D. #__ __ __ __

FOSTER CARE DEMOGRAPHICS

E. DIRECTIONS: Please fill in all blanks with information where needed or circle the correct number where several choices are provided on the next two pages.

1. Last 4 #'s of Social Security # __ __ __ __

2. Circle correct role: 1. worker 2. foster parent
   3. Other_____(please specify)

3. Date __ __ - __ __ - __ __

4. County _____

5. Circle gender: 1. Male 2. Female

6. Circle racial background:
   1. Hispanic
   2. Black, not of Hispanic origin
   3. Asian-American
   4. American Indian
   5. White, not of Hispanic origin
   6. Other:_____

7. Age_____

8. Are you (please circle one): 1. Married 2. Separated 3. Single

9. Number of birth & adopted female children_____

10. Number of birth & adopted male children_____

11. Circle age group of birth & adopted children:
   1. all under 5
   2. all under 10
   3. all under 15
   4. all under 18
   5. all over 18
   6. some under 18 & others over 18
   7. none

12. Highest level of formal education: (please circle one)

   1. some high school
   2. high school graduate
   3. some college
   4. college graduate
   5. Master's degree or higher

13. Within the past year, have you participated in any other foster care training other than Colorado State's Fostering Families?

   1. yes 2. no

Thank you for your help! Your feedback is important for our continuing improvement of the Fostering Families project.

PLEASE CONTINUE TO THE NEXT PAGE

F. DIRECTIONS: Finally! Complete only the section which refers to you as either a Foster Care Parent or Foster Care Worker.

FOSTER CARE PARENT SECTION

14. What type of agency are you employed or licensed through?

    1. County Department of Social Services
    2. Private Child Placing Agency (please specify)_____
    3. Both County Department of Social Services and Private.
    4. Indian/Tribal
    5. Other (please specify) _____

15. Total # of children presently in home_____

16. Number of foster female children_____

17. Number of foster male children_____

18. Circle age group of foster children:
    1. all under 5
    2. all under 10
    3. all under 15
    4. all under 18
    5. all over 18
    6. some under 18 & some over 18
    7. no children now
    8. not yet foster parents
    9. other_____

19. Is at least one parent in the home providing parenting and supervision?
    1. Yes 2. No, Parent(s) have work responsibilities outside of the home.

20. Length of involvement as foster family: _____years

21. Number of foster children for which licensed_____

22. Total number of foster children since being a foster parent_____

23. Circle general age groups of foster children you have served:

    1. 0 - 24 mos.
    2. 1 - 6 years
    3. 0 - 12 years
    4. 0 - 18 years
    5. 0 - 21 years
    6. short term/emergency

.....

FOSTER CARE WORKER SECTION

24. What type of agency are you employed or licensed through?

    1. County Department of Social Services
    2. Private Child Placing Agency (please specify) _____
    3. Indian/Tribal
    4. Other _____ (please specify)

25. Are you currently employed as a foster care worker? 1. Yes 2. No

26. Length of time in current agency _____years

27. Current title:
    1. Caseworker I
    2. Caseworker II
    3. Caseworker III
    4. Supervisor I
    5. Supervisor II
    6. Foster Case Trainer
    7. Other (specify) _____

28. Length of time in current position _____years

29. Length of time in protective services/foster care unit _____years